
FAIR START FOR KIDS

Indian Policy Early Learning Committee
March 14, 2022

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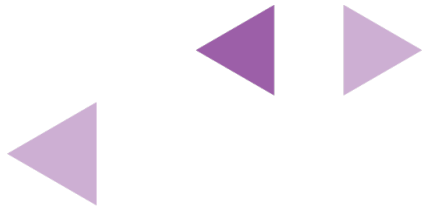
Washington State Department of
CHILDREN, YOUTH & FAMILIES





Today's Agenda

- Provide an overview of the Fair Start for Kids Act
- Delve into grant opportunities
- Share our commitment to Liberatory Design practices
- Invite IPEL to inform how DCYF proceeds



Fair Start for Kids makes a \$1.1 billion investment to make quality child care more affordable to Washington families by expanding access, enhancing program options, and helping strengthen the workforce as we all recover from the COVID-19 pandemic.



THE NEED

The state of child care today

Child care is among the biggest challenges parents face

IN AN ONLINE QUALITATIVE-RESEARCH SESSION WITH A PARENTS OF CHILDREN AGE 12 AND UNDER, WE HEARD:

- Child care costs are one of their biggest challenges, along with food and housing.
- Child care can cost more than college tuition.
- Child care is a significant source of anxiety that impacts both parents and children.
- Parents want a nurturing environment and well-trained staff.

Child care challenges within Tribal Nations

Tleena – what data specific to Tribal Nations would be most effective here?

- XXX.
- YYY.
- ZZZ.



THE OPPORTUNITY

To create an integrated system of child care and early learning in Washington state that is accessible, affordable, and offers quality care where providers and child care workers are well supported.

FSKA aims to make child care:

Accessible: For families in both urban and rural areas and those who work non-standard hours, so child care is easy to find.

Affordable: To every family, and especially to single parents and BIPOC communities.

High-Quality: Offering a safe, nurturing environment and age appropriate learning activities to get kids off to the right start and kindergarten-ready.

SPECIFICALLY...

FSKA will



Provide **more money** to **providers** through new grants



Expand eligibility and improve **affordability** for families.



Dedicate new resources for caregivers with expertise in **trauma-informed care**



Invest in **mental health services** for child care and early learning providers



Increase funds to support **children with complex needs**



Support **well-trained staff** and nurturing environments



Fund **dual language** support





DEFINING SUCCESS

By 2023, our goals are:

Every family who wants care has their children enrolled in high-quality child care and early learning programs that prepare them for Kindergarten.

Families have a **wider range of programs** to choose from that meet their family's needs, budget, and interests.

Providers are **better paid and supported**.

Employers see gains in retention, especially among female employees, and realize savings as a result of lower turnover and less missed work.



IMPLEMENTATION TO DATE

As of February 2022

Affordability: Monthly co-payments capped at \$115 for families making up to 60% of state median income (\$61,056 annually for a family of four).

Accessibility: 3,000 new families provided access to childcare through Working Connections Child Care (WCCC).

Provider Support: \$288.5 million disbursed to 4,872 providers to stabilize, support, and grow the diverse early learning workforce.

Workforce Support: Subsidies to providers increased by 15% through WCCC. 2,000 childcare workers enrolled in \$0 monthly premium health care coverage.



A photograph of three children sitting on a large, dark rock outdoors. The child on the left is a young girl with large, curly hair, wearing a light blue top and denim shorts. The child in the middle is a young boy with large, curly hair, wearing a grey and blue patterned shirt and blue jeans. The child on the right is a young girl with long, straight brown hair, wearing a red and white checkered shirt and denim overalls. The background is a blurred outdoor setting with trees and a building. The image is overlaid with a purple geometric pattern on the left side and purple triangles in the top right and bottom right corners.

GRANTS



LEGISLATIVE LANGUAGE: EQUITY GRANTS

Intent

"The equity grants are intended to serve as a step toward expanding access to early learning statewide and transforming Washington's early learning system to make it more inclusive and equitable."

Grantee Requirements

The legislation requires applicants to "demonstrate their proposed uses of early childhood equity grant funds to incorporate either inclusive practices or culturally and linguistically supportive and relevant practices, or both, into early learning program design, delivery, education, training, and evaluation."



EQUITY GRANT ELIGIBILITY

Eligibility

Up to
8,500
potential
applicants

Eligible Provider Category	Estimated Number
Licensed or certified centers or homes	5,326
License-exempt FFN	2,000 – 3,000
ECEAP contractors	58
Play and learn groups	45

\$5.3
million
allocated



EQUITY GRANTS PURPOSE STATEMENT

To direct funding to the early care and education community and parent support programs, with a priority placed on BIPOC providers and providers serving BIPOC children, to advance and inspire practices that promote inclusive and culturally responsive learning, environments, and enhanced language access.

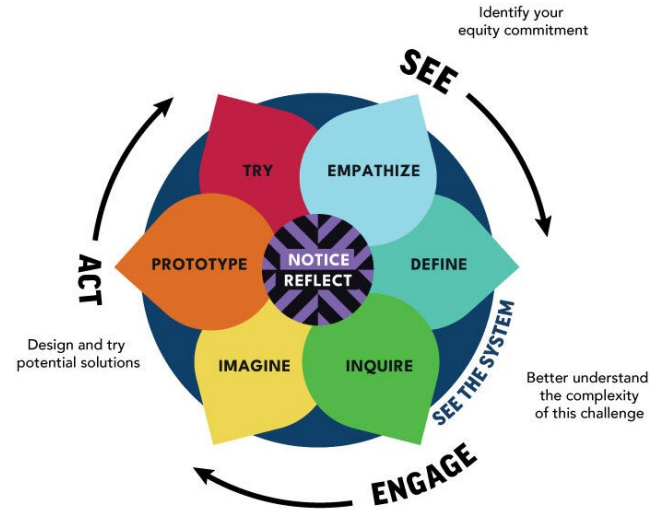


LIBERATORY DESIGN

Liberatory Design is a **flexible process** that can be used by teams and a set of **equity leadership habits** that can be practiced daily.

Principles of Liberatory Design include:

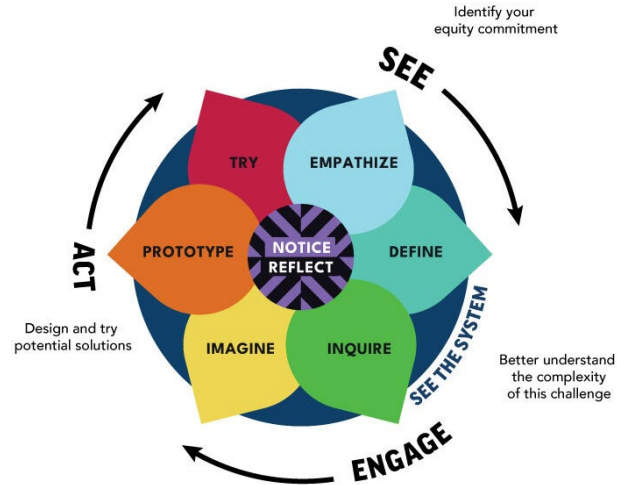
- Belief that racism has been designed into systems and therefore can be designed out.
- Purposeful use of relationships, conversation and design processes to address inequality.
- Self-reflection and growth embedded within the process.



EQUITY GRANT DESIGN PROCESS

Design Groups (Users/Beneficiaries)

- Inform the technical aspects of the grant application.
- Co-design the grant structure
- Led by community organization facilitators
- Can be members of advisory groups.



Advisory Groups (PS, ELAC, IPEL)

- Advise on the design process.
- Receive updates on design work.
- Offer additional considerations and ask questions.



DISCUSSION

Using Jamboard

In small groups:

What do you think DCYF should learn from the design teams?

What questions might we ask? (ex: funding levels, consideration of facility size, spending categories, what else?)

What should DCYF consider in creating an accessible application?

What would a fair and equitable application review process look like?

How can DCYF best support a responsive and accessible process for all?

What Technical Assistance would be most helpful? (ex: application guidance, language access, what else?)

NEXT STEPS



THANK YOU



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